DOCUMENT RESUME

ED 237 951 CS 007 428

TITLE Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1983 (Vol. 44 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 83

NOTE 9p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Cognitive Processes; Content Area Reading; Critical Reading; *Doctoral Dissertations; Readability; Reading Attitudes; *Reading Comprehension; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; Recall (Psychology); Schemata (Cognition); Secondary Education; Silent Reading; Student Attitudes; *Study Skills; Teaching Methods

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) cognitive sophistication and story recall in early adolescence, (2) readability as an interactive process, (3) a sustained silent reading program with seventh and eighth grade students, (4) the effects of cognitive skills training using the cognitive process instruction method on reading comprehension skills, (5) training in the generative use of context to improve integrative processing skills, (6) the effects of critical reading or critical viewing instruction on critical thinking, (7) the effects of narrative schema training and practice in question generating on the reading comprehension of seventh grade students, (8) the impact of two teaching strategies on the reading improvement of high school students, (9) reading ability levels and differential program components of white males attending a vocational technical high school, (10) reading use in secondary school art classes in Colorado, (11) home economics teachers' perceptions and practices related to reading comprehension, and (12) the effect of schema organizers on ninth grade students' processing and retention of text. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237951

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Reading and Study Skills and Instruction:

Secondary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1983 (Vol. 44 Nos. 1 through 6).

Compiled by the Staff
of the

ERIC Clearinghouse on Reading and Communication Skills

CS 007438

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1983 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Banks, Harry
COGNITIVE SOPHISTICATION AND STORY RECALL IN EARLY ADOLESCENCE

Black, Mary Caroline
READABILITY AS AN INTERACTIVE PROCESS: AN ANALYSIS OF THE SYNTACTIC AND SEMANTIC EFFECTS ON TEXT OF CLOZE ERRORS ASSOCIATED WITH VARIATION IN THE STRUCTURE OF TEXT AND IN READERS' KNOWLEDGE OF TEXT TOPIC

Burton, Joyce Allen
A SUSTAINED SILENT READING PROGRAM WITH SEVENTH AND EIGHTH GRADE STUDENTS--A STUDY TO DETERMINE GAINS ON STANDARDIZED READING TESTS AND IN ATTITUDES TOWARD READING

Byrnes, Marie Estella
THE EFFECTS OF COGNITIVE SKILLS TRAINING USING THE COGNITIVE PROCESS INSTRUCTION METHOD ON READING COMPREHENSION SKILLS

Gillotte, Helen P.
TRAINING IN THE GENERATIVE USE OF CONTEXT FOR IMPROVING INTEGRATIVE PROCESSING SKILLS

Harmon, Saundra Bryn
EFFECTS OF INSTRUCTION IN CRITICAL READING AND/OR CRITICAL VIEWING SKILLS ON CRITICAL THINKING

Johnson, George Samuel
THE EFFECTS OF NARRATIVE SCHEMA TRAINING AND PRACTICE IN QUESTION-GENERATING ON READING COMPREHENSION OF SEVENTH GRADE STUDENTS

Luekens, Roger Steffen
AN ANALYSIS OF THE IMPACT TWO TEACHING STRATEGIES HAD FOR READING IMPROVEMENT OF HIGH SCHOOL STUDENTS

Poulin, Gerard A.
A STUDY OF READING ABILITY LEVELS AND DIFFERENTIAL PROGRAM COMPONENTS OF WHITE MALES ATTENDING A VOCATIONAL TECHNICAL HIGH SCHOOL

Taylor, Marilyn Jean Erkkila
A SURVEY AND ANALYSIS OF READING USE IN SECONDARY ART CLASSES IN COLORADO

Thompson, Cecelia Kay
HOME ECONOMICS TEACHERS' PERCEPTIONS AND PRACTICES RELATED TO READING COMPREHENSION

Wresch, William Carl
THE EFFECT OF SCHEMA ORGANIZERS ON NINTH GRADERS' PROCESSING AND RETENTION OF TEXT

COGNITIVE SOPHISTICATION AND STORY RECALL IN EARLY ADOLESCENCE

Order No. DA8314883

BANKS, HARRY, PH.D. *The Catholic University of America*, 1983. 209pp.

Stories can be analyzed for semantic content and described in measureable terms as subject-verb-object propositions (Thorndyke, 1977). Readers possess a narrative schema allowing high-imagery stories to be represented in memory by arranging the semantic content of the text into a propositional hierarchy based upon narrative conventions (Stein, 1978). Recall of story content can be explained by three theoretical notions: (1) a Piagetian-based theory of logical reasoning where understanding of concepts is related to a child's cognitive developmental level, (2) an imagery-based theory in which imagery value determines level of comprehensibility (Paivio, 1971), and (3) a verb complexity theory in which verbs provide relational meaning of complex content into meaningful wholes via underlying primitive actions (Schank, 1972). This study investigated the tenability of these three theories by studying the recall patterns of boys and girls differing in cognitive sophistication, who read stories varying in verb imagery and verb complexity value.

Subjects were 60 seventh-grade children attending public and parochial schools in metropolitan Washington, D.C. Administration of Gray's (1978) HOW IS YOUR LOGIC? test was used to define 3 levels of cognitive sophistication. Each group of 20 children read and recalled two high-imagery and two low-imagery stories, one of each containing action-verbs (i.e., simple) and one each emotive-verbs (i.e., complex). The proportion of propositional recall for each hierarchical importance level for each story was obtained.

Results showed significantly greater recall for low-imagery stories when cognitive sophistication increased ($p < .05$). The predicted Group x Imagery x Propositional Importance Level interaction was not significant. Although greater recall was associated with propositions high in the hierarchy, the two emotive-verb stories did not show a levels effect for the girls, nor did the high-imagery emotive-verb story show a levels effect for boys.

Results suggest that emotiveness or complexity disrupts children's use of a narrative retrieval plan. Girls were especially sensitive to this effect. Literature on sex differences indicates emotional sensitivity to be at a peak for this age group (Gray and Hudson, 1981).

Future research should study organization of recall in pre-operational children. Also, logical structure of emotive stories needs further investigation.

READABILITY AS AN INTERACTIVE PROCESS: AN ANALYSIS OF THE SYNTACTIC AND SEMANTIC EFFECTS ON TEXT OF CLOZE ERRORS ASSOCIATED WITH VARIATION IN THE STRUCTURE OF TEXT AND IN READERS' KNOWLEDGE OF TEXT TOPIC

Order No. DA8321292

BLACK, MARY CAROLINE, PH.D. *Temple University*, 1983. 403pp.
Adviser: Dr. S. Elizabeth Davis

Although text readability has been thought to be influenced by both text and reader characteristics, no research has attempted to assess the relative influence of these factors on readability and on processing strategies employed by readers. The purposes of this research were to determine the extent to which text complexity and readers' knowledge of topic influenced readability, and to determine how variation in these factors and in the extent of text comprehensibility affected the processing strategies employed by readers.

The first purpose was addressed by performing a four (written level of text complexity determined according to the Fry Readability Formula) by two (readers' knowledge of topic) analysis of variance with repeated measures on the last factor. Text complexity across topics was controlled by writing passages on each topic at each written level in which the part of speech of a word in one passage was the same part of speech as the word in the same ordinal position in the other passage. The dependent variable was the number of cloze errors made on cloze tests constructed on the passages.

The second purpose was addressed through analyses of cloze errors for (1) syntactic agreement with the word deleted, (2) semantic agreement with the word deleted, and (3) the effects of erroneous cloze insertions on text structure and meaning. One multivariate analysis of variance was performed for each of the three scoring analyses for each of the two topics. Discriminant analyses were performed as post hoc tests.

The sample population consisted of 239 eighth grade students. Each student completed one written level of the cloze tests.

Inspection of the results indicated that (1) both written level text complexity and knowledge of topic influence readability, (2) readers appear to use heuristics to assign elements to sentences, (3) text complexity, comprehensibility, and knowledge of topic affect the strategies readers employ, and (4) a more accurate readability formula might be developed. Implications of the findings for future research on readability, teaching, model building, and the development of improved methods for error analysis were discussed.

A SUSTAINED SILENT READING PROGRAM WITH SEVENTH AND EIGHTH GRADE STUDENTS--A STUDY TO DETERMINE GAINS ON STANDARDIZED READING TESTS AND IN ATTITUDES TOWARD READING

Order No. DA8319353

BURTON, JOYCE ALLEN, PH.D. *Texas Tech University*, 1983. 170pp.
Chairperson: Walter F. Beckman

The Problem. The study sought to determine whether seventh and eighth grade students participating in a Sustained Silent Reading program made greater gains on standardized reading achievement tests and developed more positive attitudes toward reading than did students not participating in such a program. A Sustained Silent Reading program provides a period of time when students and teachers in the classroom read silently, without interruption, from self-selected materials.

Methods. Six hundred seventh and eighth grade students were pre- and posttested. Students were from two schools in Irvine, California. The treatment school was a traditional departmentalized middle school with only seventh and eigth grade students, and the control school was a kindergarten through eighth grade year-round school. According to prior tests, subjects were split into seventh or eighth grade average or above average reading groups.

Instruments were The Nelson Reading Test, The Modified Estes Reading Attitude Skills. The study used a nonrandomized, pretest-posttest control group design. Differences between pre- and posttest scores were used to test hypotheses.

Data were analyzed with a 2 x 2 repeated measures unweighted means multivariate analysis of variance for identification of a composite of three dependent variables which maximizes the difference between groups.

Results. Findings for the seventh grade average reading group resulted in slightly different gains, primarily in vocabulary. Eighth grade average reading treatment and control groups made gains primarily in vocabulary. Above average reading seventh grade students did not demonstrate different gains. The two groups did not have different attitudes, and scores of both groups were not different beyond chance expectation. Above average eighth grade students did not demonstrate different gains in the composite of scores. The treatment group demonstrated a greater mean gain in comprehension than did the control group, and had higher mean posttest vocabulary and comprehension scores than did the control group.

THE EFFECTS OF COGNITIVE SKILLS TRAINING USING THE COGNITIVE PROCESS INSTRUCTION METHOD ON READING COMPREHENSION SKILLS

Order No. DA8315582

BYRNES, MARIE ESTELLA, ED.D. *Wayne State University*, 1983. 110pp. Adviser: John W. Childs

The purpose of this study was to investigate the effects of cognitive skills training using the Cognitive Process Instruction Method on the variable measures of reading comprehension gain scores. These measures were gain scores on the total reading comprehension test of the Nelson Denny Reading Test and gain scores on the sub-classification items related to details, evaluations and purpose. Interaction of sex and treatment was also investigated. A pretest, posttest experimental design was used.

The experimental treatment, the Cognitive Process Instruction Method, was developed by Arthur Whimbey and Jack Lochhead and is outlined in their text, *Problem Solving and Comprehension: A Short Course in Analytical Reasoning*. This methodology consists of the instructor demonstrating the steps in effective problem-solving by thinking aloud as he solves reasoning problems. During the practice sessions, students working in pairs also think aloud as they solve reasoning problems. The instructor observes their thinking processes and gives appropriate feedback.

The sample used in this investigation consisted of 8 reading classes which were randomly selected from a total of 15 classes of students enrolled in a pre-college, summer, eight-week, basic skills program. Four of the classes in the sample were randomly assigned to the experimental group and four to the control group. A multivariate analysis of variance, MANOVA, was used to analyze the data.

No significant effects on reading comprehension gain scores were found for the experimental treatment, the Cognitive Process Instruction Method, $F = .782$, $p < 506$. There were nearly significant interactive effects of sex and treatment, however, on the gain scores in the sub-classification "Details," $F = 3.905$, $p < .051$; the gains favored the male students in the experimental group.

Based on these findings and within the limitations of this study, it was concluded that the Cognitive Process Instruction Method needs further development before it can be used as an effective instructional method for improving students' reading comprehension skills.

TRAINING IN THE GENERATIVE USE OF CONTEXT FOR IMPROVING INTEGRATIVE PROCESSING SKILLS

Order No. DA8320203

GILLOTTE, HELEN P., ED.D. *Harvard University*, 1983. 134pp.

This study provides a detailed account of a training system designed to develop a critical reading skill that is a subcomponent of integrative processing, namely, generative use of context. The critical skill that is the focus of training has been shown in the research literature to represent a particular source of processing difficulty for high school and young adult readers who have poor reading skills. The study permitted the development and evaluation of a training design that systematically manipulated information from two sources--perception and context--to: (1) improve efficiency within both word analysis and discourse processes; and, (2) make poor readers more sensitive to subtle contextual constraints and extend the benefits of the increased sensitivity to activation of categories of words for a sentence context, even those that are least likely to occur.

A game-like microcomputer-based training system, called SKIJUMP, was designed to develop the capacity for automatic performance of use of context in accessing and integrating meanings of words read in context. A battery of criterion tasks was developed and enabled the evaluation of the training task and the transfer of performance gains to other representative reading tasks. Seven high school subjects who represented two poor reader groups, selected on the basis of percentile scores on the Nelson-Denny Reading Test, were trained.

The results of the investigation confirmed three hypotheses: (1) as a result of training on high constraining context sentences, reaction times (RTs) for low probability words decreased and approached RTs for high probability words; (2) at the end of training, RT performance on low constraining context sentences for appropriate items (high and low probability words) was nearly the same as RT performance on similar items for high constraining context sentences; and, (3) end-of-training effects showed improved performance for semantic appropriate items greater than that for inappropriate items (foils). In addition, results showed that all subjects were able to reach levels of performance in the trained skill that equaled or exceeded those of high ability readers. There was also strong evidence for transfer of the acquired skill to other functionally related reading components. SKIJUMP training provided some benefit in the development of perceptual encoding skill, although the SKIJUMP game was not as effective as a system designed specifically to train that skill. SKIJUMP training also had some impact on more general criterion measures of reading, specifically improvement in span of apprehension and improvement in accuracy and latency in an inference task--a task in which subjects judged the appropriateness of conjunctions describing relations among sentences in a paragraph.

EFFECTS OF INSTRUCTION IN CRITICAL READING AND/OR CRITICAL VIEWING SKILLS ON CRITICAL THINKING

Order No. DA8315668

HARMON, SAUNDRA BRYN, ED.D. *Northern Arizona University*, 1983. 187pp. Major Adviser: Dr. Sam McClanahan

The purpose of the study was to determine whether instruction in specific critical reading/viewing skills can transfer to more general critical thinking skills. The 120 eighth-grade students who participated in the study were randomly assigned to one of four groups: Critical Reading (CR), Critical Viewing (CV), Critical Viewing and Reading (CVR), or Control (CON). CR received instruction in critical reading skills only; CV in critical viewing skills only; CVR in both critical reading and viewing skills; and CON received no instruction in critical skills.

The instructor was the same for all four groups. Materials, daily lesson plans, time, and procedures for the three experimental groups were the same; however, CR obtained all information from two short stories; CV obtained all information from television adaptations of the short stories; and CVR obtained information from both the short stories and the television adaptations. CON received instruction in narrative composition.

All groups received the *Cornell Critical Thinking Test, Level X* (CCCT) as a pretest and posttest. All groups also received the *Television Information Game* (TIG) as a posttest, and the three experimental groups received the *Jensen-Harmon Ironwood Test* (JHIRT) as a posttest. Data from these instruments were analyzed in separate analyses of variance. No significant difference among the mean scores of the groups as measured by the CCCT or the JHIRT was obtained. Significance (.01) was obtained on the TIG, and the findings reveal that a significant difference exists between the three experimental groups and the control group.

Several conclusions are warranted: (1) short-term instruction in critical viewing/reading skills does not appear to transfer to general critical thinking skills; (2) short-term instruction in specific critical viewing skills appears to affect scores on a critical viewing instrument positively; (3) short-term instruction in specific critical reading skills appears to affect scores on a critical viewing instrument positively; (4) the use of print materials, television, or both during instruction in specific critical reading/viewing skills does not negatively or positively affect scores on a criterion-referenced instrument; and (5) the inclusion of sex as a factor does not affect scores on any of the instruments.

THE EFFECTS OF NARRATIVE SCHEMA TRAINING AND PRACTICE IN QUESTION-GENERATING ON READING COMPREHENSION OF SEVENTH GRADE STUDENTS

Order No. DA8320887

JOHNSON, GEORGE SAMUEL, D.ED. *The Pennsylvania State University*, 1983. 228pp. Adviser: Emery P. Bliesmer

The purpose of this investigation was to study the effects of narrative schema training and practice in question-generating on the

reading comprehension of students in Grade Seven.

A sample of 81 seventh grade students in a rural, junior-senior high school was secured for the study. The sample was divided into three reading level groups (high, middle, and low) on the basis of scores on a standardized reading comprehension test. These reading level groups were then randomly assigned to one of four treatment groups: (1) Trained in narrative schema with students generating questions; (2) Trained in narrative schema with students answering instructor-provided questions; (3) Untrained in narrative schema with students generating questions; and, (4) Untrained in narrative schema with students answering instructor-provided questions.

The narrative schema training sessions consisted of two forty-minute sessions in which students were taught the five main areas of narrative schema using a narrative selection for examples. The non-narrative schema groups received two 40-minute sessions of library training at the same time as the schema groups received their training. Following the training sessions, the four groups were assigned to four different areas for practice sessions in which the various treatments were employed. The treatment sessions were conducted over a period of five consecutive days, 40-minutes per day. Each treatment session consisted of the students reading two narrative selections and employing the various treatments.

An experimenter-developed posttest consisting of two narrative selections with 10 accompanying comprehension questions for each selection was administered on the school day immediately following the final treatment session. These test scores were then analyzed to determine treatment effects.

The analysis of the posttest scores revealed no significant effects ($p = .05$) in favor of the schema training and/or question-generating practice. The analysis revealed that students who answered instructor-provided questions, whether trained in schema or untrained in schema, scored higher on the posttest. No interaction effects were shown for treatment and level of reader.

AN ANALYSIS OF THE IMPACT TWO TEACHING STRATEGIES HAD FOR READING IMPROVEMENT OF HIGH SCHOOL STUDENTS

Order No. DA8324021

LUEKENS, ROGER STEFFEN, PH.D. *Purdue University*, 1983. 103pp. Major Professor: Dr. Norbert J. Nelson

The problem under investigation was based on the improvement of reading ability through the use of special units on eleventh grade students of average ability. The study attempted to determine whether students using a reading method which combined tape recordings, workbook exercises, and a series of five paperback books produced significantly higher scores than either a reading method which emphasized a single text and a wide variety of paperback literature, or a control method having no special reading unit.

The population for this study included all students enrolled in Phase II eleventh grade English at Lowell High School, Lowell, Indiana, during the first semester of the 1982-83 school year. Phase II students had been identified as students of average ability. The sample used in this study was almost the entire population, using one hundred forty-one out of one hundred fifty students.

The experiment involved all six sections of Phase II eleventh grade English. Two teachers taught one section of each experimental method and control group for a twelve week period. A pre-test post-test control group 3 x 2 factorial design was established and analysis of variance was used to test for significant differences.

The null hypothesis for this study, no significant difference in student achievement between experimental method # 1, experimental method # 2, and the control group, was examined by using analysis of covariance administered to the pre-test and post-test data. This hypothesis could not be rejected. Being unable to reject the null hypothesis suggests that all methods were equally effective. Analysis of covariance showed clearly that there was no significant difference between groups nor between teachers. Therefore, it appears that the selection of method can rest with factors outside of those controlled in this study.

Total reading scores for each method showed acceptable gains from pre-test to post-test. The control method, or either experimental method, were equally acceptable in producing gains in reading achievement. However, if larger gains are desired, the search for a reading method which would be more effective at Lowell High School must continue.

A STUDY OF READING ABILITY LEVELS AND DIFFERENTIAL PROGRAM COMPONENTS OF WHITE MALES ATTENDING A VOCATIONAL TECHNICAL HIGH SCHOOL

Order No. DA8319932

POULIN, GERARD A., ED.D. *Boston University School of Education*, 1983. 143pp. Major Professor: Ralph Mosher

The purpose of this study was to investigate the relationship between reading ability and self-concept, level of anxiety, academic achievement (GPA), rates of absenteeism and tardiness along with different effects of program components on white male students attending a vocational technical high school in New England.

A sample of 240 students was administered the following measures: (1) The Stanford Diagnostic Reading Test (Form X, Level II); (2) The Piers-Harris Children's Self-Concept Scale; (3) Spielberger's State-Trait Anxiety Inventory (STAI); (4) The Student Questionnaire.

The data obtained on the three first measures and on the Student Questionnaire were statistically treated by the one- and two-way analyses of variance (ANOVA) and chi square analysis, respectively.

In summary, there were significant relationships found between some variables and the levels of reading ability. For example, the Low Ability Reading Group demonstrated a gradual decrease in self-concept and academic achievement (GPA) over the four years and an increase in level of anxiety and rate of absenteeism. The Middle Ability Reading Group showed an increase in self-concept and academic achievement (GPA) and a decrease in level of anxiety and rate of absenteeism. The High Ability Reading Group remained somewhat stable throughout the four years maintaining an adequate level of functioning in all areas. Results of the Student Questionnaire, while supporting the above findings, underscored the necessity for vocational educators to become more sensitive to the reading ability level of students and the readability of textbook materials used by students in vocational education schools.

A SURVEY AND ANALYSIS OF READING USE IN SECONDARY ART CLASSES IN COLORADO

Order No. DA8315911

TAYLOR, MARILYN JEAN ERKKILA, ED.D. *University of Denver*, 1983. 217pp.

The dual purpose of this investigation was to determine the frequency and use of reading tasks and strategies used in secondary art classes and to examine relationships between art teachers' use of reading tasks and strategies and certain art teacher characteristics. Correlations between art teachers' reading use and their training in reading, support services in the teaching of reading, and perceptions of desirability of incorporating reading into art were investigated.

A mailed survey of secondary art teachers in Colorado was conducted. Teachers were asked to indicate how frequently they used 30 different reading-related student tasks and teacher strategies.

Descriptive findings indicated that, overall, reading and reading-related student tasks and reading instructional strategies were sometimes used in art. Reading-related thinking and study skills were

used by students more frequently than tasks involving reading directly. The frequency of use of specific student tasks and teacher strategies was delineated.

Significant correlations ($p = < .05$) between teacher characteristics and reading use were identified using *tau b* and *tau c*. The magnitude of significant correlations were established using tetrachloric correlation coefficients. Results suggested that field experience within reading training, reading support services on-the-job, and positive art teacher perceptions about incorporating reading into art may be related to art teachers' use of reading in art. The taking of the required pre-service training in the teaching of reading did not, however, show any relationship to the art teachers' subsequent use of any student tasks or teacher strategies involving or relating to reading.

This study provides guidelines for designing content area reading curriculum to meet art teachers' specific teaching needs. It calls to question the value of currently mandated pre-service training in the teaching of reading for art teachers. Yet, it suggests that reading training including field experience, reading support services, and art teachers' perception of desirability of using reading in art may be related to art teachers' reading use in art, and, as such, warrant further investigation to establish whether causal relationships exist.

HOME ECONOMICS TEACHERS' PERCEPTIONS AND PRACTICES RELATED TO READING COMPREHENSION

Order No. DA8312674

THOMPSON, CECELIA KAY, PH.D. *The Pennsylvania State University*, 1983. 99pp. Adviser: Elizabeth M. Ray

The purpose of this study was to determine the nature and extent of reading assignments in home economics and how home economics teachers incorporate reading instruction into the curriculum. The study was designed to determine if home economics teachers distinguish between a skills and a meaning approach to reading comprehension, and to explore the relationship between teachers' perceptions of reading and their humanistic or behavioristic beliefs.

The sample used in this study were 263 junior high and secondary home economics teachers. The subjects answered a questionnaire that included a measure of class reading assignments, a semantic differential scale to measure perceptions and practices related to reading, forced choice perception of reading comprehension items, a scale to determine humanistic and behavioristic beliefs, and a personal data sheet.

Analysis focused on the relationship between perceptions and practices of reading comprehension and humanistic and behavioristic beliefs and how these variables could be predicted by demographic variables. These relationships were examined using factor analysis and analysis of variance.

The results of analysis suggested home economics teachers in this study differentiated between a skills and meanings approach to reading comprehension and found useful elements in both. The results also indicated home economics teachers in this sample do assign extensive reading even in the subject areas of foods and nutrition and clothing and textiles. The findings indicated there is a relationship between teachers' humanistic beliefs and comprehension reading instruction.

THE EFFECT OF SCHEMA ORGANIZERS ON NINTH GRADERS' PROCESSING AND RETENTION OF TEXT

Order No. DA8315036

WRESCH, WILLIAM CARL, PH.D. *The University of Wisconsin - Madison*, 1983. 96pp. Supervisor: Professor Kenneth Dulin

While previous research has shown that prior knowledge affects the way prose are read, almost all research has been conducted with college age students and has measured the retention rather than the processing of prose. For that reason two reading selections were presented to 80 ninth grade students. One group of students was able to read an introductory paragraph which summed up the following passage while the other group of students was given an indirectly related introduction. The effect of the introductions was tested by both cloze analysis and by a recognition test.

Results were negative for all hypotheses. The summarizing introduction had no effect on cloze scores or on recognition scorer. In addition there was no correlation between general verbal ability and the introductions. The only positive result was that students who had read the summarizing introductions were more exact in their recognition of sentences from the test passages.

Conclusions drawn from the study were that either the structure of the summarizing introductions was incorrect, or that brief introductions of the type used are insufficient as an aid when reading wholly new material. It was recommended that future investigations of this type either experiment with the structure and content of the introductory material, or seek ways to build connections from students' general knowledge to the specific reading task.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3043